

# **Family and Consumer Sciences**

## Curriculum Content Frameworks

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## Curriculum Content Framework

### Family & Consumer Sciences

Grade Level: 9, 10, 11, 12

Year Course

Prerequisites: TP Foundation Core

CIP Code: 20.0111

Course Code:

Course Description: Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career and Community Leaders of America; individual and family relationships; arrangement of personal living space; wardrobe planning and selection; garment care and construction; selection of toys and age-appropriate play activities for children; health and safety procedures related to child care; nutrition and food selection; meal planning, preparation, and service; home management; money management; use of credit and banking services; consumer education; computer use at home, in school, and in the workplace; and career skills. Upon completion of this course, the student should have developed basic life skills that promote a positive influence on the quality of life.

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**1.10 Unit 1: Family, Career and Community Leaders of America**  
(5 class periods)

**Terminology:** FCCLA; June 11, 1945; October 17, 1946

<b>CAREER and TECHNICAL SKILLS</b> <b>What the Student Should Be Able To Do</b>		<b>ACADEMIC and WORKPLACE SKILLS</b> <b>What the Instruction Should Reinforce</b>		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
1.1 Match terms related to Family Career & Community Leaders of America		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Write the meaning of the acronym FCCLA		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Uses technical words and symbols [1.6.20]
1.3 Name reasons for belonging to FCCLA		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.4 State membership requirements for FCCLA		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

1.5	Name the organizational levels of FCCLA		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Writes appropriate entries [1.6.22]
1.6	Describe the relationship between the FCCLA organization and the Family & Consumer Sciences Curriculum		Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.7	State the overall mission of FCCLA		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
1.8	Describe the FCCLA history, motto, colors, flower, pin, creed, purposes, and publications		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
				Writing	Writes logical and understandable sentences [1.6.23]
1.9	Name the five steps in the process of planning in-depth projects	1.9.1 Develop an individualized project using the five steps in the process of planning in-depth projects	Foundation	Listening	Listens for content[1.2.3]; listens to follow directions [1.2.6]
				Reading	Comprehends written information and applies it to a task [1.3.8]
				Speaking	Communicates thought, idea, or fact in spoken form [1.5.5]
				Writing	Organizes information into an appropriate

		Personal Management	Responsibility	format [1.6.10]  Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Seeing Things in the Mind's Eye	Visualize a finished product [4.6.4]
1.10 Describe benefits of using parliamentary procedure	1.10.1 Demonstrate the use of parliamentary procedure in a simulated chapter meeting	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
1.10 Describe STAR Events		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

**UNIT 2: Individual & Family Relationships**  
(20 class periods)

**Terminology** - Attitude, binge, cliques, communication, date, date rape, drug, empathy, environment, etiquette, family, habit, health, heredity, hygiene, infatuation, menopause, menstruation, negative self-concept, non-verbal communication, peer pressure, peers, personality, positive self-concept, responsibility, rights, self-concept, stress, substance abuse, sympathy, tolerance, verbal communication, wellness

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description	
	2.1 Match terms related to family/ individual health and relationships			Foundation	Reading	Applies/Understands technical pertain to subject [1.3.6]
				Writing	Applies/Uses technical words & concepts [1.6.4]	
	2.2 Name characteristics of a positive and a negative self-concept			Foundation	Reading	Comprehends written informati ideas [1.3.7]
					Science	Describes/Explains scientific p related to human maintenance management [1.4.14]]
					Writing	Summarizes written informatio
	2.3 Describe the effects of self-concept on individual health			Personal Management	Self-esteem	Comprehends the importance positive self-concept [3.5.1]
				Foundation	Reading	Comprehend written informati ideas[1.3.7]
					Science	Describe/Explain scientific prin related to human maintenance management [1.4.14]]
					Writing	Communicate thoughts, ideas written form in a clear, concise [1.6.6]
				Personal Management	Self-esteem	Comprehends the importance positive self-concept [3.5.1]

2.3 (cont'd)		Thinking	Reasoning	Uses logic to draw conclusions available information [4.5.6]
2.4 Match stages of the individual life cycle with the correct age range		Foundation	Mathematics	Comprehends mathematical id concepts related to progressio
			Reading	Comprehends written informati ideas [1.3.7]
			Writing	Writes appropriate entries [1.6
2.5 Describe physical changes which may occur in each stage of the individual life cycle		Foundation	Mathematics	Comprehends mathematical id concepts related to progressio
			Reading	Uses written resources (books dictionaries, directories) to obt: information [1.3.23]
			Science	Describes/Explains scientific p related to human development
			Writing	Records data; summarizes wri information [1.6.17]]
2.6 Name emotional/social changes that may occur during adolescence		Foundation	Reading	Uses written resources (books dictionaries, directories) to obt: information [1.3.23]
			Science	Describes/Explains scientific p related to human development
			Writing	Records data [1.6.16]; summa written information [1.6.17]]
		Interpersonal	Cultural Diversity	Respects other's personal valu cultures and traditions [2.2.4]
2.7 Determine positive and negative habits that affect personal health		Foundation	Reading	Draws conclusions from what i [1.3.12]
			Science	Describes/Explains scientific p related to human maintenance management [1.4.14]]





2.11 Match terms related to relationships		Foundation	Reading	Applies/Understands technical pertain to subject [1.3.6]
			Writing	Applies/Uses technical words : concepts [1.6.4]
2.12 Name types of relationships		Foundation	Reading	Comprehends written informati ideas [1.3.7]
			Writing	Writes appropriate entries [1.6
2.13 Provide reasons for establishing meaningful relationships		Foundation	Reading	Comprehends written informati ideas [1.3.7]
			Writing	Presents answers/conclusions and understandable form [1.6.
		Thinking	Reasoning	Uses logic to draw conclusions available information [4.5.6]
2.14 Describe ways to build and maintain positive relationships		Foundation	Listening	Listens for long-term contexts
			Reading	Draws conclusions from what i [1.3.12]
			Science	Describes/Explains scientific p related to human maintenance management [1.4.14]]
		Thinking	Writing	Communicates thoughts, ideas written form in a clear, concise [1.6.6]
			Reasoning	Sees relationship between two ideas, concepts or situations [4



2.18 Name rights and responsibilities of individual family members		Foundation    Thinking	Reading  Science  Writing  Reasoning	Comprehends written information ideas [1.3.7]  Describes/Explains scientific process related to human maintenance management [1.4.14]  Presents own opinion in written clear, concise manner [1.6.14]  Uses logic to draw conclusions from available information [4.5.6]
2.19 Name the outside influences that may cause a change in family lifestyle	2.19.1 Determine strategies for coping with outside influences	Foundation       Thinking	Listening  Reading  Science  Speaking  Writing  Problem Solving	Listens for content [1.2.3]; listens to directions [1.2.6]  Comprehends written information ideas [1.3.7]  Describes/Explains scientific process related to human maintenance management [1.4.14]; applies to complete a practical task [1.4.14]  Organizes ideas and communicates messages to listeners [1.5.7]  Presents answers/conclusions in understandable form [1.6.14]  Demonstrates logical reasoning in reaching a conclusion [4.4.2]
2.20 Describe peer pressure during adolescence		Foundation	Reading  Science  Writing	Comprehends written information ideas [1.3.7]  Describes/Explains scientific process related to human maintenance management [1.4.14]  Presents own opinion in written clear, concise manner [1.6.14]

2.20 (cont'd)		Thinking	Know How to Learn	Locates appropriate learning resources to acquire or improve knowledge [4.3.3]
2.21 Explain coping skills for dealing with peer pressure	2.21.1 Describe positive ways to cope with peer pressure	Foundation	Listening	Receives and interprets verbal [1.2.8]
			Reading	Analyzes and applies what has to a specific task [1.3.2]
			Science	Describes/Explains scientific principles related to human maintenance management [1.4.14]
			Speaking	Communicates thought, idea, or information in spoken form [1.5.5]; participate in conversation, discussion, and presentations [1.5.8]
		Personal Management	Writing	Communicates thoughts, ideas in written form in a clear, concise [1.6.6]
2.22 Describe the value of dating		Foundation	Problem Solving	Develops/Initiates a plan for self-improvement [3.5.4]
			Reading	Comprehends written information and ideas [1.3.7]
2.23 Designate socially acceptable behavior for specific occasions	2.23.1 Analyze behavior	Foundation	Writing	Presents answers/conclusions in clear and understandable form [1.6.6]
			Listening	Listens for content [1.2.3]; listens for directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance management [1.4.14]

2.23 (cont'd)		Interpersonal	Writing	Summarizes written information presents answers/conclusions and understandable form [1.6.
			Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
2.24 Discuss the occupations dealing with relationships		Foundation	Reading	Comprehends written information ideas [1.3.7]; draws conclusions what is read [1.3.12]
			Speaking	Participates in conversation, di and group presentations [1.5.8]
			Leadership	Conveys attitudes and values to others [2.4.3]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
2.25 Identify the personality traits for working in relationship areas		Foundation	Reading	Comprehends written information ideas [1.3.7]; comprehends work specifications and applies them [1.3.9]
			Writing	Presents answers/conclusions and understandable form [1.6. summarizes written information
		Interpersonal	Teamwork	Comprehends ideas and concepts to personality traits [2.6.1]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking Skills	Reasoning	Uses logic to draw conclusions available information [4.5.6]

### Unit 3: Housing & Interior Design

15 class periods

Terminology: Accessories, color scheme, conservation, elements of design, energy, personal living space, physical needs, principles of design, psychological needs, recycle, shade, tint

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to housing		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Match housing choices with the definition of each		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.3 Name the factors to consider when choosing a house	3.3.1 Analyze housing choices	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

3.3 (cont'd)		Interpersonal	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		T	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
3.4 List the factors to consider when planning personal living space		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
3.5 Name the element of design		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.6 Discuss the elements of design as related to housing		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Applies/Uses technical words and concepts [1.6.4]

3.6 (cont'd)		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
3.7 Name the principles of design		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6]  Applies/Uses technical words and concepts [1.6.4]
3.8 Discuss the principles of design as related to housing		Foundation       Thinking	Listening  Reading  Speaking  Writing  Reasoning	Receives and interprets verbal messages [1.2.8]  Comprehends written information for main ideas [1.3.7]  Organizes ideas and communicates oral messages to listeners [1.5.7]  Applies/Uses technical words and concepts [1.6.4]  Applies rules and principles to a new situation [4.5.1]
3.9 Name the three classifications of color		Foundation	Reading  Writing	Comprehends written information for main ideas [1.3.7]  Writes appropriate entries [1.6.22]
3.10 Chart colors as warm or cool		Foundation	Reading  Writing	Comprehends written information and applies it to a task [1.3.8]  Writes appropriate entries [1.6.22]
3.11 Identify the basic color Schemes		Foundation	Listening  Reading	Evaluates oral information/presentation [1.2.2]  Interprets drawings to obtain factual information [1.3.17]



3.11 (con'td)			Writing	Applies/Uses technical words and concepts [1.6.4]; writes appropriate entries [1.6.22]
3.12 State the ways to care for furniture		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
3.13 Select daily, weekly, and occasional household chores needed for home care		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Records data [1.6.16]; writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
3.14 Designate features needed for home safety	3.14.1 Complete a checklist to evaluate safety features in the home	Foundation	Listening	Comprehends ideas and concepts related to home safety [1.2.1]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to safety [1.4.14] follows safety guidelines [1.4.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

3.14 (cont'd)	3.14.2 Plan actions to take when natural disasters threaten home safety	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Follows safety guidelines [1.4.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Decision Making	Evaluates information/data to make best decision [4.2.5]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]; draws conclusions from what is read and gives possible solutions [4.4.4]
3.15 Name ways to apply conservation techniques in the home		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]; records data related to conserving resources [1.4.22]
			Writing	Records data [1.6.16]; presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
3.16 Discuss the occupations related to housing		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

3.16 (cont'd)		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
3.17 Identify the personality traits needed to work in the area of housing		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; comprehends written specifications and applies them to a task [1.3.9]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; summarizes written information [1.6.17]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

## Unit 4: Clothing & Textiles

45 class periods

**Terminology:** accessories, alterations, casing, clip, directional stitching, fabric, fiber, grade, grain of fabric, illusion, interfacing, iron, layout, natural fiber, notions, pattern envelope, pattern guide sheet, pattern markings, press, selvage, silhouette, staystitching, synthetic fiber, top stitching, understitching, view, yardage, yarn

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match the terms related to clothing & textiles		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 List the factors to consider in clothing selections	Determine factors that affect clothing selection	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Records data [1.6.16]; presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
4.3 Describe ways to create special effects in clothing selection by using the elements and principles of design		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Asks questions to clarify

4.3 (cont'd)			Writing	information [1.5.3] Writes logical and understandable sentences [1.6.23]; applies/uses technical words and concepts [1.6.4]
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
4.4 List the factors to consider in evaluating a garment according to basic construction techniques		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Thinking	Writing	Summarizes written information [1.6.17]]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Uses senses to perceive quality garment construction [4.6.5]
4.5 State the guidelines for selection and use of clothing accessories		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
4.6 Describe care and storage techniques for clothing and accessories		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]; summarizes written information [1.6.17]]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]



4.9 (cont'd)		Interpersonal  Personal Management	Writing  Teamwork  Responsibility	Records data [1.6.16]  Works effectively with others to reach a common goal [2.6.6]  Comprehends ideas and concepts related to determining pattern type and size [3.4.2]
4.10 Designate the specific information found on a pattern envelope		Foundation    Thinking	Listening  Reading  Writing  Knowing How to Learn	Evaluates oral information/presentation [1.2.2]  Uses graphs/charts/tables to obtain factual information [1.3.21]; identifies relevant details, facts, and specifications [1.3.16]  Writes appropriate entries [1.6.22]  Applies knowledge and skills to interpret information found on a pattern guide sheet [4.3.1]
4.11 State questions to consider when choosing fabric for selected pattern		Foundation	Listening  Reading  Speaking  Writing	Evaluates oral information/presentation [1.2.2]  Determines what information is needed [1.3.10]  Asks questions to obtain information [1.5.4]  Analyzes data, summarizes results, and makes conclusions [1.6.2]
4.12 Explain the procedure for calculating yardage for a specific garment	4.12.1 Calculate yardage for a variety of sewing projects	Foundation	Arithmetic/Mathematics  Listening  Reading	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]  Listens for content[1.2.3]; listens to follow directions [1.2.6]  Uses graphs/charts/tables to obtain factual information [1.3.21]; follows

4.12 (cont'd)		Thinking	Writing Knowing How to Learn	written directions [1.3.13] Writes appropriate entries [1.6.22] Applies new knowledge and skills to calculate required yardage for sewing projects [4.3.1]
4.13 List the factors to consider when choosing notions		Foundation  Thinking	Reading  Writing  Reasoning	Comprehends written information for main ideas [1.3.7]  Presents answers/conclusions in a clear and understandable form [1.6.13]  Uses logic to draw conclusions from available information [4.5.6]
4.14 Identify basic sewing equipment and use of each		Foundation    Thinking	Listening  Reading  Speaking  Writing  Knowing How to Learn	Evaluates oral information/presentation [1.2.2]  Interprets drawings to obtain factual information [1.3.17]; applies information and concepts derived from printed materials [1.3.3]  Asks questions to clarify information [1.5.3]  Writes appropriate entries [1.6.22]; applies/uses technical words and concepts [1.6.4]  Uses available resources to acquire new skills or improve skills [4.3.4]
4.15 Identify basic pressing equipment and use of each		Foundation	Listening  Reading	Evaluates oral information/presentation [1.2.2]  Interprets drawings to obtain factual information [1.3.17]; applies information and concepts derived from printed materials [1.3.3]



4.15 (cont'd)			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes appropriate entries [1.6.22]; applies/uses technical words and concepts [1.6.4]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
4.16 Identify the basic parts of a sewing machine and function of each	4.16.1 Thread a sewing machine and bobbin in correct sequence	Foundation	Listening	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]; reads and follows instructions to operate technical equipment [1.3.19]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes appropriate entries [1.6.22]; applies/uses technical words and concepts [1.6.4]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
4.17 Name the steps in constructing a simple garment using a pattern	4.17.1 Demonstrate transfer of pattern markings to fabric	Foundation	Listening	Listens for content[1.2.3]; listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Speaking	Asks questions to clarify information [1.5.3]

4.17 (cont'd)	4.17.2 Construct a simple garment using a pattern		Writing	Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
		Foundation	Arithmetic/ Mathematics	Calculates different units of measurement [1.1.6]; applies addition, subtraction, multiplication, and division to real-world situation [1.1.1]
			Listening	Comprehends ideas and concepts related to garment construction [1.2.1]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]; reads and follows instructions to operate technical equipment [1.3.19]
		Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
		Personal Management	Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation

4.17 (cont'd)			Knowing How to Learn	plans [3.3.3] Applies new knowledge and skills to construct a garment [4.3.1]
4.18 Describe specific hand sewing techniques	4.18.1 Demonstrate hand sewing techniques	Foundation	Listening	Listens for content[1.2.3]; listens to follow directions [1.2.6]
			Reading	Interprets drawings to obtain factual information [1.3.17]; follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
			Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate hand sewing techniques [4.3.1]
4.19 Describe clothing repair techniques	4.19.1 Demonstrate clothing repair techniques	Foundation	Listening	Listens for content[1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
			Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate clothing repair techniques [4.3.1]

4.20 Discuss the occupations related to clothing & textiles		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]
4.21 Identify the personality traits needed to work in the area of clothing and textiles		Interpersonal	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
4.21 Identify the personality traits needed to work in the area of clothing and textiles		Foundation	Reading	Comprehends written information for main ideas [1.3.7];
			Writing	Comprehends written specifications and applies them to a task [1.3.9]
		Interpersonal	Teamwork	Presents answers/conclusions in a clear and understandable form [1.6.13]; summarizes written information [1.6.17]
		Personal Management	Integrity/Honesty/Work Ethic	Comprehends ideas and concepts related to personality traits [2.6.1]
			Reasoning	Describes desirable worker characteristics [3.2.3]
		Thinking Skills		Uses logic to draw conclusions from available information [4.5.6]

**Unit 5: Child Development**  
15 class periods

**Terminology:** caregiver, cooperative play, development, discipline, emotional development, heredity, imitation, intellectual development, needs, object permanence, parallel play, parenting, physical development, poison control center, responsibility, self-discipline, sibling

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able To Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
5.1 Match the terms related to child development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Describe the basic stages of growth and development	5.2.1 Summarize basic stages of growth and development	Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [13.8]
			Science	Describes/Explains scientific principles related to human development [1.4.14]; applies knowledge to complete a practical task [1.4.3]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to summarize basic stages of growth and development [4.3.1]
5.3 List the basic needs of children	5.3.1 Design activities to meet basic needs of children	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]

5.3 (cont'd)			Science	Describes/Explains scientific principles related to human development [1.4.14]]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Writes appropriate entries [1.6.22]
			Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
5.4 Describe parenting styles		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]; summarizes written information [1.6.17]]
5.5 Distinguish between positive and negative guidance techniques	5.5.1 Analyze guidance techniques	Foundation	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]]; applies knowledge to complete a practical task [1.4.3]
			Writing	Analyzes data, summarizes results,

5.5 (cont'd)		Interpersonal	Leadership	and makes conclusions [1.6.2]  Comprehends ideas and concepts related to effective guidance techniques [2.4.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze guidance techniques [4.3.1]
5.6 List the major parenting responsibilities		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
5.7 Designate the major responsibilities of a parent and caregiver in a baby-sitting situation		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]]
			Writing	Writes appropriate entries [1.6.22]
5.8 Match the ways children learn with correct definitions		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human development [1.4.14]]
			Writing	Applies/Uses technical words and concepts [1.6.4]

5.9 Describe the value of play for children		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]]
5.10 Name the ways children play			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
5.11 Describe the ways to play with children		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human development [1.4.14]]
5.12 Explain the health and safety procedures necessary for care and feeding of children	5.12.1 Describe safety procedures for the home  5.12.2 Plan a daily menu for a young child		Writing	Applies/Uses technical words and concepts [1.6.4]
		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]]
		Thinking	Writing	Writes appropriate entries [1.6.22]
			Creative Thinking	Forms opinions [4.1.7]
		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses standard occupational resource materials [1.3.22]; follows written directions [1.3.13]
			Science	Follows safety guidelines [1.4.16]; observes health code/sanitation requirements [1.4.19]



5.12 (cont'd)		Personal Management	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
			Thinking	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Organizes information into an appropriate format [1.6.10]
5.13 Name the characteristics of safe, educational play materials	5.13.1 Evaluate play materials for young children	Foundation	Thinking	Combines ideas or information in a new way [4.1.2]
			Listening	Evaluates oral information/presentation [1.2.2]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Follows safety guidelines [1.4.16]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

5.13 (cont'd)		Interpersonal	Writing	Writes appropriate entries [1.6.22]
5.14 Designate the basic first-aid procedures for common accidents and emergencies		Thinking	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Decision Making	Evaluates information/data to make best decision [4.2.5]
			Listening	Evaluates oral information/presentation [1.2.2]
5.15 Discuss the occupations related to child development		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data related to medical procedures [1.4.22]
			Writing	Writes appropriate entries [1.6.22]
			Decision Making	Considers risks when making a decision [4.2.3]
		Thinking	Reading	Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

5.16 Identify the personality traits needed for working in this area		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; comprehends written specifications and applies them to a task [1.3.9]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; summarizes written information [1.6.17]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

## Unit 6: Food & Nutrition

45 class periods

**Terminology** - abbreviation, anemia, cholesterol, cover, curdling, dovetail, dry heat cooking, enriched, expiration date, fiber, flatware, ingredient, legumes, moist heat cooking, place setting, pull date, recipe, sanitation, serving size, unit pricing, nutrition, nutrient, wellness

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description	
6.1	Match terms related to food and nutrition		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
				Writing	Applies/Uses technical words and concepts [1.6.4]	
6.2	Name characteristics of a healthy person	6.2.1	Evaluate personal health habits	Foundation	Listening	Listens to follow direction [1.2.6]
				Thinking	Reading	Identifies relevant details, facts, and specifications [1.3.16]; analyzes and applies what has been read to specific tasks [1.3.2]
					Science	Describes/Explains scientific principles related to human health [1.4.14]]
					Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
6.3	Name the basic nutrient groups		Foundation	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
				Foundation	Reading	Comprehends written information for main ideas [1.3.7]
					Science	Acquires and processes scientific data [1.4.1]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	

6.4 List the foods in the Food Guide Pyramid		Foundation	Reading	Uses graphs/charts, tables to obtain factual information [1.3.21]
			Science	Acquires and processes scientific data [1.4.1]
			Writing	Organizes information into an appropriate format [1.6.10]
6.5 List the food groups in the Food Guide Pyramid		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Records data related to Food Guide Pyramid [1.4.22]
			Writing	Summarizes written information [1.6.17]; writes appropriate entries [1.6.22]
6.6 Chart specific foods into food groups	6.6.1 Categorize specific foods into food groups	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
6.7 Chart the daily requirements for food groups in the Food Guide Pyramid		Foundation	Arithmetic/Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Completes form accurately [1.6.7]

6.8 Name factors to consider in meal planning	6.8.1 Plan attractive meals	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]]
			Writing	Organizes information into an appropriate format [1.6.10]
			Thinking	Knowing How to Learn
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
6.9 Name types of grocery stores		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
6.10 Describe grocery shopping techniques		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]]
			Writing	Summarizes written information [1.6.17]
6.11 Describe food storage techniques		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to food storage [1.4.14]]

6.11 (cont'd)		Thinking	Writing Reasoning	Summarizes written information [1.6.17]  Extracts rules or principles from written information [4.5.4]
6.12 Designate safety and sanitation procedures to follow in the kitchen area	6.12.1 Analyze kitchen safety and sanitation procedures	Foundation       Thinking	Listening  Reading  Science  Writing  Reasoning	Evaluates oral information/presentation [1.2.2]  Comprehends written information and applies it to a task [1.3.8]  Follows safety, guidelines [1.4.16]; solves practical problems using scientific methods and techniques [1.4.23]  Writes logical and understandable sentences [1.6.23]; analyzes data, summarizes results, and makes conclusions [1.6.2]  Applies rules and principles to a new situation [4.5.1]
6.13 Identify kitchen appliances		Foundation	Reading   Writing	Identifies relevant details, facts, and specifications [1.3.16]; interprets drawings to obtain factual information [1.3.17]  Writes appropriate entries [1.6.22]
6.14 Match kitchen appliances with functions of each		Foundation	Reading  Writing	Analyzes and applies what has been read to specific task [1.3.2]  Writes appropriate entries [1.6.22]
6.15 Name the basic guidelines for using a microwave		Foundation	Reading   Science	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]  Describes/Explains scientific principles related to heat [1.4.14]]

6.15 (cont'd)			Writing	Communicates thoughts ideas, or facts in written form in a clear, concise manner [1.6.6]
6.16 Match basic kitchen utensils with functions of each		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Writes appropriate entries [1.6.22]
6.17 List the information needed on a recipe	6.17.1 Analyze recipes	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to measurements [1.1.13]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; analyzes and applies what has been read to a specific task [1.3.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze recipes [4.3.1]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
6.18 Match abbreviations and equivalents commonly used in recipes with correct word or measurement		Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to equivalent measures [1.1.4]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Applies/Uses technical words and concepts [1.6.4]



6.19 Describe measuring techniques	6.19.1 Demonstrate measuring techniques	Foundation	Arithmetic/ Mathematics	Uses common measuring devises/tools to demonstrate measuring techniques [1.1.37]
			Listening	Listens for content [1.2.3]
			Reading	Follows written directions [1.3.13]
			Science	Measures dry and liquid supplies [1.4.17]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
6.20 Match basic food preparation terms with correct definitions		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.21 Describe basic techniques of food preparation	6.21.1 Prepare, serve, and eat a quick bread	Foundation	Arithmetic/ Mathematics	Uses common measuring devises/tools to measure ingredients for recipes [1.1.37]
	6.21.2 Prepare, serve, and eat pudding		Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13]; reads and follows instructions to operate technical equipment [1.3.19]
			Science	Describe/Explains scientific principles related to chemical reactions [1.4.14]]

6.21 (cont'd)		Interpersonal	Writing	Writes logical and understandable sentences [1.6.23]; uses technical words and symbols [1.6.20]
			Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; analyzes effectiveness of performance evaluation system [3.3.2]
			Foundation	Arithmetic/Mathematics
				Uses common measuring devices/tools to measure ingredients for recipes [1.1.37]
		Foundation	Listening	Listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13]; reads and follows instructions to operate technical equipment [1.3.19]
			Science	Describe/Explains scientific principles related to chemical reactions [1.4.14]
			Interpersonal	Leadership
		Interpersonal		Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Personal Management	Organizational Effectiveness
		Personal Management		Comprehends the organization's modes of operation [3.3.5]; analyzes effectiveness of

6.21 (cont'd)				performance evaluation system [3.3.2]
6.22 Describe types of meal service		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; interprets drawings to obtain factual information [1.3.17]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
6.23 Designate the correct procedure for setting a table	6.23.1 Demonstrate procedure for setting a table for a variety of menus	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
6.24 State general rules for acceptable table manners		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes logical and understandable sentences [1.6.23]

6.24 (cont'd)		Interpersonal	Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
6.25 Explain the procedure for preparing and serving a meal in the foods lab	6.25.1 Plan, prepare, serve, and eat a meal	Foundation	Arithmetic/Mathematics	Uses common measuring devices/tools to measure ingredients for recipes [1.1.37]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13]; reads and follows instructions to operate technical equipment [1.3.19]
			Science	Describe/Explains scientific principles related to chemical reactions [1.4.14]
			Writing	
		Interpersonal	Leadership	Uses technical words and symbols [1.6.20]
			Teamwork	Organizes group in planning and performing a specific task [2.4.9]
6.26 Discuss the occupations related to food and nutrition		Personal Management	Organizational Effectiveness	Works effectively with others to reach a common goal [2.6.6]  Comprehends the organization's modes of operation [3.3.5]; analyzes effectiveness of performance evaluation system [3.3.2]
			Reading	Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	

6.26 (cont'd)		Interpersonal	Teamwork	<p>Conveys attitudes and values of group to others [2.4.3]</p> <p>Contributes to group with ideas, suggestions, and effort [2.6.2]</p>
6.27 Identify the personality traits needed for working in the area of food and nutrition		<p>Foundation</p> <p>Interpersonal</p> <p>Personal Management</p> <p>Thinking Skills</p>	<p>Reading</p> <p>Writing</p> <p>Teamwork</p> <p>Integrity/ Honesty/ Work Ethic</p> <p>Reasoning</p>	<p>Comprehends written information for main ideas [1.3.7]; comprehends written specifications and applies them to a task [1.3.9]</p> <p>Presents answers/conclusions in a clear and understandable form [1.6.13]; summarizes written information [1.6.17]</p> <p>Comprehends ideas and concepts related to personality traits [2.6.1]</p> <p>Describes desirable worker characteristics [3.2.3]</p> <p>Uses logic to draw conclusions from available information [4.5.6]</p>

**Unit 7: Home Management and Consumer Education**  
15 class periods

**Terminology:** Advertising, alternatives, apprentice, attitude, budget, canceled check, check, check register, comparison shopping, consumer, credit, credit card, deposit, expense, financial plan, fixed expenses, flexible expenses, impulse buying, income, insurance, interest, investment, occupation, outstanding check, resume, teller, warranty

<b>CAREER and TECHNICAL SKILLS</b> What the Student Should Be Able To Do		<b>ACADEMIC and WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>
7.1 Match terms related to home management and consumer education		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Explain the meaning of management		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describe/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.3 Name the steps in the management process		Foundation	Listening	Comprehends ideas and concepts related to the steps in the management process [1.2.1]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]

7.4 Chart examples of human and material resources		Foundation	Reading	Uses appropriate materials and techniques as specified [1.3.20]
			Writing	Writes appropriate entries [1.6.22]
7.5 Provide techniques for managing resources		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Summarizes written information [1.6.17]]; writes appropriate entries [1.6.22]
7.6 Name ways a computer can be used to manage resources	7.6.1 Plan ways to manage resources using a computer	Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to computer use [1.1.13]
			Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Records data related to computer use [1.4.22]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

7.7 Distinguish between needs and wants		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describe/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
7.8 Name sources of income		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
7.9 List the steps in developing a financial plan		Foundation    Personal Management	Arithmetic/Mathematics	Applies computation skills to develop a spending plan [1.1.5]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
			Self Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
7.10 Chart basic banking services with services provided		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
7.11 Describe the correct procedure for writing a check	7.11.1 Demonstrate correct procedure for writing a check	Foundation	Arithmetic/Mathematics	Enter figures/calculations from one form or chart to another [1.1.21]
			Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses appropriate materials and techniques as specified [1.3.21]



7.11 (cont'd)		Thinking	Writing	Writes appropriate entries [1.6.22]; completes form accurately [1.6.7]
			Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
7.12 List the steps in reconciling a bank statement with personal check register	7.12.1 Reconcile a bank statement with personal check register	Foundation	Arithmetic/Mathematics	Enter figures/calculations from one form or chart to another [1.1.21]; calculates dollar amounts [1.1.7]; uses calculator to solve mathematical problems [1.1.36]
			Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Reasoning	Applies rules and principles to a new situation [4.5.1]
7.13 List shopping alternatives		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
7.14 Explain how advertising influences consumer choices		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]



7.18 (cont'd)			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.19 Match types of insurance with definition of each		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Writes appropriate entries [1.6.22]
7.20 List reasons for having insurance		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to insurance coverage [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
7.21 List the occupations in home management and consumer education		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Conveys attitudes and values of group to others [2.4.3]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

7.22 Identify the personality traits needed to work in the area of home management and consumer education		Foundation	Reading	Comprehends written information for main ideas [1.3.7]; comprehends written specifications and applies them to a task [1.3.9]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; summarizes written information [1.6.17]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

## Unit 1: FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

1. FCCLA (Family, Career and Community Leaders of America) – an organization for students who are enrolled or have been enrolled in a Family and Consumer Sciences course for at least one semester.
2. June 11, 1945 – founding date of Future Homemakers of America as a national organization in Chicago, Illinois.
3. October 17, 1946 – affiliation date of Arkansas Association of Future Homemakers of America with national organization.

## Unit 2: INDIVIDUAL & FAMILY RELATIONSHIPS

1. Attitude – a person's basic outlook on life or a specific topic or issue.
2. Binge – indulging in something to excess, such as eating or drinking.
3. Cliques – a group of people who exclude others from their circle.
4. Communication – process of sending and receiving messages to share thoughts and feelings.
5. Date – a shared social activity between people of the opposite gender.
6. Date Rape – forced sexual intercourse that takes place in a dating situation.
7. Drug – a chemical substance that causes changes in the mind and body functions.
8. Empathy – the ability to understand what someone else is experiencing.
9. Environment – A person's surroundings and everything in them, including both human and non-human factors.
10. Etiquette – manners established by society.
11. Family – a person or group of persons joined together by blood, marriage, adoption, or other bonds, and who are committed to each other and provide emotional support.
12. Habit – regular repetition of acquired behavior pattern.
13. Health – combined state of physical, mental, and social well being.
14. Heredity – the sum of all the qualities a person inherits from his or her parents at birth.
15. Hygiene – practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails.

16. Infatuation – an intense emotional involvement that begins with a sudden strong attraction based on physical appearance or other obvious traits.
17. Menopause – the time later in life when menstruation ends.
18. Menstruation – monthly process, which occurs in women from adolescence through middle age, in which blood is discharged from the uterus through the reproductive tract.
19. Negative Self-Concept – when you see yourself as not being equal with other people.
20. Non-Verbal Communication – communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language.
21. Peer Pressure – persuasion to conform to the group and go along with group activities.
22. Peers – the other people in a person's age group.
23. Personality – the characteristics that make a person unique.
24. Positive Self-Concept – the mental picture you have of yourself as being equal with other people.
25. Responsibility – an obligation or duty for which a person is held accountable.
26. Rights – special privilege, benefit, or personal favor to which a person is held accountable.
27. Self-Concept – the mental picture people have of themselves; their opinion about themselves.
28. Stress – physical or psychological tensions and strain.
29. Substance Abuse – misuse of drugs that damage an individual's health and ability to function.
30. Sympathy – the ability to share another person's trouble or suffering.
31. Tolerance – the ability to overlook or accept things you do not agree with.
32. Verbal Communication – expressing ideas to others by using spoken words.
33. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health.

### Unit 3: HOUSING & INTERIOR DESIGN

1. Accessories – additional items that are not necessary, such as pictures, vases, paintings, pillows, and other items smaller than furnishings that accent the design of rooms.
2. Color Scheme – a pleasing combination of colors based on their respective positions on the color wheel.
3. Conservation – protecting the environment and natural resources against waste and harm.
4. Elements of Design – tools such as line, form, space, mass, texture and color used to create designs.
5. Energy – usable power or the resources for producing usable power.
6. Personal Living Space – an area of a home usually understood to belong to one person and defined by their style and taste. Examples include a bedroom, workroom, home office, or study.
7. Physical Needs – the most basic human needs, including food, water, clothing, shelter and sleep.
8. Principals of Design – guidelines for working with the elements of design. The principles are proportion, scale, balance, emphasis, and rhythm.
9. Psychological Needs – mental needs related to the mind, and emotional needs related to feelings that must be met in order to live a satisfying life.
10. Recycle – to reprocess resources to be used again.
11. Shade – a darker value of a color, created by adding black to the color.
12. Tint – a lighter value of a color, created by adding white to the color.



#### Unit 4: CLOTHING & TEXTILES

1. Accessories – additional items that are not necessary, such as shoes belts, scarves, hats, socks, ties, and jewelry that are part of your wardrobe.
2. Alterations – modifications made to a pattern or garment for a better fit.
3. Casing – a closed tunnel of fabric that holds a piece of elastic or a drawstring inside.
4. Clip – make a tiny snip in the seam allowance.
5. Directional Stitching – stitching with, or in the same direction, as the fabric grain.
6. Fabric – material, or cloth, made from yarn.
7. Fiber – a basic unit from which fabric is made.
8. Grade – to trim each layer of fabric to a different width to reduce bulk.
9. Grain of Fabric – the direction in which the threads run in a fabric.
10. Illusion – an image that fools the eye
11. Interfacing – a piece of fabric placed between the outer fabric and facing
12. Iron – to remove wrinkles or smooth fabrics with a heated iron.
13. Layout – a diagram included in sewing instructions that shows how to place the pattern pieces on fabric.
14. Natural Fiber – a fiber that comes from plants or hair of animals.
15. Notions – small items that become a permanent part of the garment.
16. Pattern Envelope – the package that a pattern is sold in. It contains information such as price, views, yardage, sizes, notions, and

suggested fabrics.

- 17. Pattern Guide Sheet – step-by-step information for cutting, marking, and sewing fabric pieces together.
- 18. Pattern Markings – lines and symbols marked on the pattern and transferred to the fabric to help guide construction.
- 19. Press – raising and lowering the iron from one area to the next.
- 20. Selvage – the factory finished edge of a fabric.
- 21. Silhouette – the outline or outer shape of an object.
- 22. Staystitching – a row of machine stitches through one layer of fabric in order to prevent stretching.
- 23. Synthetic Fiber – fibers manufactured from substances such as wood pulp, petroleum, or natural gas.
- 24. Top Stitching – a row of stitching done on the outside of a garment.
- 25. Understitching – a row of stitching used to keep the facing or bottom layer of fabric rolled out of sight.
- 26. View – a variation on a sewing pattern design.
- 27. Yardage – the amount of fabric needed to complete a project.
- 28. Yarn – fibers twisted together or laid side by side.

## Unit 5: CHILD DEVELOPMENT

1. Caregiver – a person that provides care for and meets the needs of someone else.
2. Cooperative Play – activity in which children actually play with one another.
3. Development – to go through a natural process of growth.
4. Discipline – training that corrects, molds, and perfects ones actions.
5. Emotional Development – a developmental process that refers to the ability to experience, express, and control emotions.
6. Heredity – the sum of all the qualities a person inherits from his or her parents at birth.
7. Imitation – learning that occurs by watching and copying the actions of others.
8. Intellectual Development – a developmental process that refers to the growth of the brain and the use of mental skills.
9. Needs – something that you have to have in order to live.
10. Object Permanence – the concept in which an infant learns that people or things exist even when they are gone from sight.
11. Parallel Play – activity in which children play side by side without interacting
12. Parenting – the process of caring for children and helping them grow and learn.
13. Physical Development – a developmental process that refers to the physical growth of a person's body. This growth affects height, weight, and internal body systems.
14. Poison Control Center – a special unit that gives advice for and treats victims of poisoning.
15. Responsibility – an obligation or duty for which a person is held accountable.

16. Self-Discipline – the ability to direct your own behavior in a responsible way.

17. Sibling – a brother or sister.

## Unit 6

### FOOD & NUTRITION

1. Abbreviation – a shortened form of a word.

2. Anemia – a condition that results from deficiencies of various nutrients, which is characterized by a reduced number of red blood cells in the blood stream.

3. Cholesterol – a waxy liquid found in every cell of the body. It is also found in foods from animal sources.

4. Cover – the arrangement of the tableware that each diner will need for a meal.

5. Curdling – formation of curds that happen when milk is overheated or an acid food is added to milk products.

6. Dovetail – fitting tasks together to make the best use of time; doing two tasks at the same time.

7. Dry Heat Cooking – cooking food uncovered without added liquid or fat.

8. Enriched – processed foods, especially grain products, in which nutrients lost in processing have been replaced.

9. Expiration Date – the last day a product is considered fresh.

10. Fiber – indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive system.

11. Flatware – forks, spoons, knives and other serving utensils used to serve and eat food.

12. Ingredient – any one of the individual food items needed to make a recipe.

13. Legumes – dry beans and peas.

14. Moist Heat Cooking – method in which food is cooked in hot liquid, steam, or a combination of both.

- 15. Nutrient – chemical substances in food that help to maintain the body.
- 16. Nutrition – the study of nutrients and how they are used by the body.
- 17. Place Setting – see “Cover”.
- 18. Pull Date – the last day a product may be sold.
- 19. Recipe – detailed instructions for preparing particular foods.
- 20. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease.
- 21. Serving Size – the amount of food item customarily eaten at one time.
- 22. Unit Pricing – the price of an item per ounce, pound, or other accepted unit of measure.
- 23. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health.

## Unit 7

### Home Management and Consumer Education

1. Advertising – a message to persuade consumers to purchase a particular product or service.
2. Alternatives – the different choices you can make to deal with a situation.
3. Apprentice – someone who receives on the job training.
4. Attitude – a person's basic outlook on life or a specific topic or issue.
5. Budget – an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a financial plan or spending plan.
6. Cancelled Check – a check that is stamped and perforated to show it has been paid.
7. Check – a written order directing a bank to pay money as instructed from a particular account.
8. Check Register – a record of deposits to and withdrawals from a checking account.
9. Comparison Shopping – comparing products and prices in different stores before making a purchase.
10. Consumer – a person who uses goods and services.
11. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later.
12. Credit Card – a card entitling the holder to goods and services which are charged to his account.
13. Deposit – a payment that is a partial amount of the cost of a good or service, or to add money to an account.
14. Expense – the costs of goods and services.

15. Financial Plan – an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a budget or spending plan.
16. Fixed Expenses – set costs that must be paid such as rent, insurance, and car payments.
17. Flexible Expenses – costs that do not stay the same such as clothes and food.
18. Impulse Buying – making and unplanned or quick purchase without giving it much thought.
19. Income – money received that is available to spend and save.
20. Insurance – protection against financial loss.
21. Interest – the price a borrower pays a creditor for the use of money over a period of time.
22. Investment – savings that are used to earn income.
23. Occupation – a regular activity, especially a person's employment or job.
24. Outstanding Check – those checks issued by a depositor but not yet reported on a bank statement.
25. Resume – a summary of your qualifications for a job.
26. Teller – a person who receives or pays out money at a bank.
27. Warranty – a written promise by a manufacturer that a product will meet specified standards of performance.

